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AUTHOR	McCarthy, JoAnn
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ABSTRACT

This report discusses a comprehensive plan designed in 1984 to internationalize the Illinois State University curriculum. This plan focused on four major areas: study abroad, foreign student and scholar services, curriculum development, and faculty development. Fundamental to the internationalizing process was the recognition that no serious curriculum revision would take place without faculty support and involvement. Within 5 years of beginning this plan, much of it is in effect. For example: over 2000 students enrolled in study abroad programs; about 300 faculty members participated in international professional activities; 31 new international courses were added to the curriculum; and almost $1 million in external funding was generated to support additional international programming. This internationalizing plan became one of the university's five major planning priorities for 1985-90. The results prove that significant progress can still be made without major infusions of new funding. Other institutions wishing to begin such a process should spend time on the following issues: secure support of key administrators; identify key faculty with international interest; centralize planning and supervision of the effort; assess curricular and staff strengths; and focus on faculty development. The planning proposal is appended. (SM)

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Internationalizing the Curriculum

Illinois State University

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submitted by
JoAnn McCarthy, Ph.D.
Director
Office of International Studies and Programs

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

Abstract

In April of 1984, a comprehensive plan for internationalizing the Illinois State University curriculum was submitted to the Provost. The plan has since served as a guide for a wide variety of initiatives that have move ISU toward its goal of enhancing the international dimension of the institution. Nearly five years later, much of the plan is in effect, resources have grown substantially, and significant numbers of faculty and students have benefited from the wide variety of international activities. Most of this project has been accomplished through the use of existing university resources. However, new funding from the Illinois Board of Higher Education, federal funding of two faculty development projects and grants from the Japan Foundation have also contributed significantly to the program's success.

The plan focused on four major areas: study abroad, foreign student and scholar services, curriculum development and faculty development. Within five years, over 2000 students had enrolled in study abroad programs; more than 300 faculty members participated in international professional activities; 31 new international courses were added to the curriculum; and nearly $1 million in external funding was generated to help support a wide variety of additional international programming.

The University's plan to internationalize the curriculum became one of five major planning priorities for 1985-90 which focused much needed attention on this endeavor. The results of our efforts are testimony that significant progress can still be made without major infusions of new funding.

Introduction

Since 1984, Illinois State University has been actively implementing a comprehensive plan to "internationalize" the institution. In the University's Academic Plan for 1985-1990, one of four academic planning priorities calls for the exploration of "ways to internationalize the curriculum and to increase the number of student exchange programs with universities in other countries." From this charge, the Academic Planning Proposal for International Studies was developed. (See Appendix)

The subsequent implementation and evolution of the efforts to internationalize Illinois State University are described in the following paragraphs. The results of our efforts as well as conclusions and recommendations are included.

Background

Illinois State University has an enrollment of approximately 21,000 students and nearly 1200 faculty. Located halfway between Chicago and St. Louis, 96% of the institution's students are drawn from the state of Illinois.

In 1968, a student-faculty Task Force on International Education concluded that, "unless a greater effort is made, too many of our graduates will leave campus with no significant intellectual or emotional cross-cultural experience." The Task Force called for the establishment of an Office of International Studies and Programs to foster development of foreign study programs, faculty exchanges, co-curricular cross-cultural programs, and a foreign student program.

Over the past twenty years the Office of International Studies and Programs has promoted program development in all of these areas. In 1967, there were no study abroad programs. There was no organized assistance for faculty interested in international education, and only 70 foreign students

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were enrolled in the institution. By 1983, three study abroad programs were in place serving approximately 150 students. There was still no organized assistance for faculty, but the foreign student enrollment had climbed to 300 students. For an institution of over 20,000 students, there was clearly much more to be done. Fortunately, there was considerable support on campus among faculty and administrators for increased efforts to internationalize the curriculum. This support was due partly to a rising level of awareness of global interdependence and partly to the very powerful influence of a Japanese auto manufacturer locating in the community. In any case, the growth of international activity from 1984-1989 has been explosive, and its effects have been far reaching. Foreign study centers have been established at twelve sites around the globe. Approximately 500 ISU students study overseas every year. From thirty to fifty faculty members go overseas every year as a part of organized faculty exchange programs. International House, an on-campus living center that serves as a locus for co-curricular activities, enrolls more than 200 American and foreign students. The Office of International Studies and Programs also encourages faculty and curriculum development through the establishment of faculty area studies teams, the global education team, and the international development consulting team. Visiting foreign faculty are provided assistance through this office as well.

Program Description

As a first step toward internationalizing the university, the Provost appointed an International Studies Advisory Council made up of two faculty representatives from each of the five colleges. Faculty were chosen on the basis of their senior status (many were department heads) and previous international activity. The Advisory Council served, in effect, as an executive board overseeing the activities of four sub-committees: Faculty Development, Curriculum Development, Foreign Study Programs and Foreign Student and Scholar Affairs. Policy and plans established by these committees gave direction and movement to the overall project. Members of the sub-committees were nominated by Deans on the basis of their energy and commitment to international education and their respected status among colleagues. From the outset it was important to establish these committees as prestigious appointments and clearly designed to accomplish major goals. With a total of ten faculty drawn from all of the colleges assigned to each committee, ISU had a nucleus of fifty influential faculty members closely involved in the planning and implementation of the new international initiatives.

Resource development was approached on three different levels: 1) generation of new permanent funding, 2) generation of external funding, and 3) reallocation or dual use of existing resources. Program Improvement and Expansion (PIE) requests were prepared annually and resulted in permanent funding for five new faculty positions. Proposals submitted to the Department of Education, the United States Information Agency, and the Japan Foundation helped fund important faculty development activities. However, a major portion of the activities undertaken were either self-supporting or accomplished with the use of existing funds.

To guide the development of activities and programs, it was necessary to first define our philosophy, goals and objectives. This first hurdle can often be the most time-consuming and volatile problem, especially when

being debated by committees. We eventually agreed that there would never be a statement generated that would please everyone. Therefore the Director of International Studies and Programs submitted a working definition of an international curriculum set forth by UNESCO in 1974. Although not a perfect solution, the acceptance of the statement's general direction and philosophy allowed us to proceed without digressing into endless debate.

A. Principles for Internationalizing the Curriculum

(1) Major objectives (source: UNESCO General Conference, 1974)

a. An international dimension and a global perspective in education at all levels and in all its forms.

b. Understanding and respect for all people, their cultures, civilizations, values and ways of life, including domestic ethnic cultures of other nations.

c. Awareness of the increasing global interdependence between peoples and nations.

d. Abilities to communicate with others.

e. Awareness not only of rights but also the duties incumbent upon individuals, social groups and nations towards each other.

f. Understanding of the necessity for international solidarity and cooperation.

g. Readiness on the part of the individual to participate in solving the problems of his or her community, country, and world at large.

B. Interdisciplinary Content

1. Equality of rights of peoples, and the right of peoples to self-determination
2. The maintenance of peace; different types of war and their causes and effects; disarmament; the of using science and technology for warlike purposes and their use for the purposes of peace and progress; the nature and effect of economic, cultural and political relations between countries and the importance of international law for these relations, particularly for the maintenance of peace.
3. Action to ensure the exercise and observance of human rights, including those of refugees; racialism and its eradication; the fight against discrimination in it various forms.
4. Economic growth and social development and their relation to social justice; colonialism and decolonization; ways and means of assisting developing countries; the struggle against illiteracy; the campaign against disease and famine; the fight for a better quality of life and the highest attainable standard of health; population growth and related questions.
5. The use, management and conservation of natural resources; pollution of the environment.
6. Preservation of the cultural heritage of mankind.
7. The role and methods of action of the United Nations system in efforts to solve such problems and furthering its action.

Fundamental to the internationalizing process was the recognition that no serious curriculum revision would take place without faculty support and involvement. Concomitantly, faculty would not become involved if they were not committed to international education. Therefore, faculty development, above all other goals, was seen to be pivotal. Indeed, curriculum development has been a direct outgrowth of faculty development almost

without exception.

Increased student participation in study abroad programs depends on an adequate choice of sites, a broad enough curriculum to satisfy graduation requirements, excellent support services and sufficient financial resources to fund the experience. Likewise, foreign student enrollments at ISU are affected by availability of support services, the foreign student's admissibility to degree programs, and the availability of financial aid. With these general guidelines in mind, the appropriate sub-committees began to establish annual goals and objectives and began working toward accomplishing them.

Overall direction of the institutional effort was centralized in the Office of International Studies and Programs under the supervision of the Director. Other professional administative staff included the Coordinator of Study Abroad Programs, the Coordinator of Foreign Student and Scholar Services, the Program Coordinator of International House, and the Coordinator of Community and Special Projects (a half-time position). Secretarial support included 4.5 positions and student help included one graduate assistant, four resident assistants in I House, and forty hours per week of student secretarial assistance.

At present, we are concluding our final year of the University Affiliation Project funded by the USIA. We have one year remaining on the Title VI DOE project and a new Program Improvement and Expansion request has been submitted to the Illinois Board of Higher Education seeking additional permanent resources.

Results

The following assessment focuses on the major accomplishments from 1984-89 in four areas: faculty development, curriculum development, study abroad opportunities and foreign student/scholar affairs.

PART I: CURRENT STATUS

I. Faculty Development

1. Since 1984, the following number of faculty members have been assisted by OISP in professional development activities:

China Professional Seminar

College of Education	31
College of Fine Arts	26
College of Business	14
College of Applied Science and Technology	16
College of Arts and Sciences	30

China Short-term Exchange 10

Thailand exchanges, sabbaticals, and Graduate School Screening visits 17

Japan	1986	10	
	1987	6	(plus additional 28
	1988	2	faculty from CAST, C&S, and COB who extended th CHINA SEMINAR to visit Japan)
Paderborn, Germany mini-exchange		8	
Paderborn, Germany Lab School Teacher Exchange		25	
East-West Center Cross-Cultural Workshop		5	
International Consultant Training Workshop		5	
Peace Corps Training Workshop		10	
Other Misc. Conferences		12	
	TOTAL	227	

2. Opportunities for faculty to travel abroad with student groups in the summers: approximately 60 faculty members in four years.

3. Since 1984, approximately 35 faculty members have accompanied semester study abroad groups overseas. Fifteen remained overseas with the groups for the entire semester.

4. ISU was successful in securing outside funding for

   a. Nine Fulbrights (six outgoing, three incoming)

   b. A USIA University Affiliation Grant with Srinakharinwirot University, Thailand, (Project funds the exchange of professors)

   c. A DOE grant to establish intensive language programs and develop area studies teams among faculty at ISU and IWU.

   d. Two foundation grants to fund two separate lecture series on Japan.

   e. A group travel grant for 10 professors from ISU and IWU to visit Japan.

   f. Governor's Planning Office Grant to fund faculty research on status of Illinois foreign investment and trade.

5. A special section of Beginning Chinese language instruction was established for ISU faculty members. Approximately 15 took advantage of this option each semester.

6. A special intensive Japanese language course for faculty was established. Seven ISU and six IWU professors enrolled in the summer of 1988. Participants have requested a follow-up course next May. A similar course in Russian will be offered to faculty in the summer of 1989.

7. A visiting foreign faculty apartment was established on campus to accommodate short term visitors. Reciprocal accommodations are provided for ISU faculty on foreign campuses with whom we have agreements.

8. Two faculty members went to Africa to develop their expertise in African political affairs and the Arabic language.

9. New faculty positions have been added in

Non-Western (Comparative) Literature
Comparative Religion
Asian Languages
International Business/Economics
English as a Second Language

10. An International Development Consulting Team has been established and is made up of faculty from business, technology, health sciences, sociology, economics, agriculture, education, nutrition and the sciences. Five professors attended a week-long training workshop at Iowa State University and they form the nucleus of our on-campus group. Two well-known international consultants have been on campus providing additional training for the thirty faculty members who expressed interest in this faculty development program. Further training is planned for 1988-1989 and project funding sources will include a Peace Corps training grant which has just been approved.

11. Eight faculty members serve on the newly established Global Education Team. Mostly from the lab schools and the College of Education, these faculty members are developing methods and materials for K-12 curriculum and teacher education. We hope to get them active as consultants for the State Board of Education next year.

II. Curriculum Development

1. New courses are being proposed or added in:

Chinese/Japanese International Business Sequence
First Year Arabic, Part I and II
Exploring the Arts of China and Japan
First Year Japanese, Part I and II
Second Year Japanese, Part I and II
Anglo-American Politics
European Political Parties
European Public Policy
Intercultural Communication
History of Japanese Religions
Popular Culture in Early Modern Europe
Cross Cultural Aspects of TESOL
TESOL: Theoretical Foundations
TESOL: Methods and Materials
TESOL: Practicum
Introduction to East Asian Literature
World Criminal Justice Systems
First Year Chinese, Part I and II
Second Year Chinese, Part I and II
World Religions/World Views
Cross-Cultural Research Methods
Comparative Education
Non-Western Literature
International Voluntary Organizations
International Social Welfare: Non-Western
Cross-Cultural Teaching Methods
The Arts in the Soviet Union

2. The 1986 Summer School curriculum focused on Japan, and during 1986-87, the university held a lecture series on various aspects of Japanese culture and society. The College of Continuing Education offered multiple sections of courses on Japanese culture and language which were very well attended by the community.

3. Library acquisitions and museum exhibits focusing on the Far East were stepped up to support developing course work in this area.

4. Area Studies Teams have been established for Latin America, East Asia, Eastern Europe and Western Europe. Approximately twenty faculty on each team have been active in creating new courses, offering lecture series and participating in other faculty development activities. A "Certificate of Asian Studies" has been established, and if there is enough interest, we will pursue a major field of study in this area.

5. New courses are being taught in overseas centers (at no cost to the University) in the following fields:

communication
education
criminal justice
fashion design
interior design
studio art
art history
sport/recreation
theatre
German business
math, sciences
intermediate and advanced Italian, Russian, Japanese, and Chinese
Italian culture and society

Intensive German language
Intensive Spanish language, culture and literature
technology

6. The College of Business has established the International Business major with area/language concentrations in

Spanish
French
German
Japanese
Chinese

7. The College of Business and the College of Education have specifically focused on international aspects of their curricula during Excellence Week and Business Week over the past two years. Both have invited internationally known speakers and emphasized the international perspectives of their disciplines with these high profile events.

III. Study Abroad Programs

1. Current sites of overseas centers:

Location	Institution
*Stirling, Scotland	University of Stirling
*Canterbury, England	Christ Church College
*Brighton, England	Brighton Polytechnic
Angers, France	Universite Catholique de l'Ouest
	Ecole Superieure des Sciences Commerciales
	Ecole Superieure d'Agriculture
Grenoble, France	University of Grenoble
*Paderborn, Germany	University of Paderborn
Salzburg, Austria	Salzburg College
*Florence, Italy	Institute for Italian Studies
*Alicante, Spain	University of Alicante
*Seville, Spain	University of Seville
Nagoya, Japan	Nanzan University
*Dalian, China	Liaoning Normal University
*Perth, Australia	Curtin University of Technology

* programs established since 1984

2. Comparative Enrollments in Study Abroad Programs:

	Fall	Holiday	Spring	Summer	Total
1982-83	26	-	43	89	158
1983-84	29	32	48	147	256
1984-85	38	24	61	148	271
1985-86	39	41	72	137	289
1986-87	66	19	*130	*233	*448
1987-88	*78	24	*173	*194	*469
1988-89	76	28			

* includes I.C.I.S. program

Enrollments overseas have more than tripled since 1983.

3. Semester programs have been created to serve students with special curricular needs:

Fine Arts (Florence)
Math, Science (Stirling)
Spanish Language/Literature (Alicante and Seville)

4. A consortium with community colleges has been extraordinarily successful. The Illinois Consortium for International Studies was organized by ISU, and now includes 26 community and two-year colleges. Activities are now expanding beyond the study abroad programs to include other faculty and curriculum development efforts. A min- exchange of college administrators was organized in conjunction with the Further Education Staff College of the United Kingdom during 1989.

5. A full-time Coordinator of Study Abroad programs was hired in 1986-1987 in the Office of International Studies to assist with managing the added programs.

IV. Foreign Student and Scholar Services

1. Foreign student enrollments have remained steady since 1984, fluctuating between 311 and 347 students. The preponderance of students are now graduate students, however. In a time when most universities have experienced a decline in foreign students, we have maintained enrollment levels due to the expansion of numerous student-for-student exchange programs and the Thai agreement initiated in 1984. An enrollment cap university-wide has prevented attempts to increase the overall numbers of foreign students on campus.

2. A recent grant has funded 10 Costa Rican students to complete bachelor's degree requirements at ISU.

3. Improvements in I-House have resulted in higher enrollments in that program. Since 1985, enrollment of foreign students has risen from 49 to 105. Funding I-House to keep it open during vacations, improving the variety of food offered, and reserving a graduate wing have all helped to increase I-House's popularity. The funding of $6,000 in talent grants for foreign students who participate in I-House programs has also helped a great deal.

4. The new English Language Institute will serve up to 50 new students and is a key element in stepped up foreign student recruitment plans when they become feasible.

5. The I-House Coordinator has been invited to two prestigious national conferences on International Living Centers and programming has grown dramatically. The International Fair and International Gala Night have both been moved to larger quarters to accommodate much larger attendance. The coordinator position has been increased to .75 time.

6. OISP is providing more services to departments hiring temporary foreign faculty and to the individual in-coming foreign faculty members and their families. Complex immigration regulations regarding employment status and tax regulations are the two most important areas we deal with.

7. Other improvements in services include:

   a. the designation of a special Academic Advisor for foreign students

   b. The appointment of a half-time foreign student recruitment officer in Admissions and Records

   c. increased staff development efforts in OISP and Admissions for dealing with foreign students

   d. the establishment of an International Wives Club with a membership of 90 developed by Host Family volunteers. This group meets monthly and helps integrate families into the community through a wide variety of activities.

   e. the establishment of two scholarships for foreign students administered by the Foundation in memory of Leila Weingarner and Lucy Jen Hickrod.

V. Miscellaneous

Some significant activities are difficult to categorize under previous headings, so I briefly mention them here:

1. ISU serves as the site and organizer of Illinois State Board of Education's Global Fest, an annual gathering of over 1200 high school students and faculty focusing on foreign languages and international studies. I-House and U-High play important roles in organizing and managing this spring event.

2. ISU has cooperated closely with Diamond Star Motors (Chrysler-Mitsubishi) to provide educational services for their employees and their families. The laboratory schools and the College of Education implemented the Saturday School for Japanese Children. The English Language Institute began providing intensive English for wives and children of Japanese families this summer. ISU faculty were also involved in the cross-cultural training provided to American employees prior to their temporary transfer to Japan for additional job training last spring.

3. Cooperative efforts between ISU and Illinois Wesleyan University (also located in Bloomington-Normal) in the international area included the establishment of a community-wide network of international organizations. The purpose of the organization is to serve as a clearinghouse for international activities and to foster joint sponsorship of additional programs in the McLean County area.

4. Each year ISU, as part of an exchange agreement with the University of Paderborn, Germany, hosts 25 German students in September for an "American Studies Seminar." This has been a very successful seminar and in 1988-1989, twenty-four Paderborn students have enrolled as full-time students at ISU. At least six French exchange students have

returned to ISU to enroll in the MBA program.

5. In October 1988, U-High and Metcalf Laboratory School hosted a group of 25 classroom teachers from Paderborn. In June, our participating lab school faculty will travel to Paderborn. Faculty are engaged in the development of global curriculum materials.

Conclusions and Recommendations

One can see by comparing the original Academic Planning Proposal and the results outlined in the previous section that all of the goals and objectives envisioned have not been achieved. Adjustments, changes in direction, and re-ordering of priorities have occurred along the way for many reasons. Flexibility in the master plan is important because one must assume realistically that circumstances will change over the long term.

The extraordinary progress noted in this report is due in large part to the visible support offered by the President, Provost and Deans. Their commitment in both word and deed, their willingness to reallocate or share scarce resources, made many of these activities possible. The faculty advisory council and subcommittees formed a group of fifty hardworking, committed faculty members who enabled the Office of International Studies and Programs to move forward with these important plans in spite of a very small staff.

Other institutions wishing to begin an internationalizing process of this magnitude would do well to spend time on the following important issues:

1. Secure support of key administrators
2. Identify key faculty with international interest and experience
3. Centralize planning and supervision of the effort

4. Assess curricular and staff strengths and build on strengths in the initial stages. Then, direct attention to addressing weaknesses
5. Focus on faculty development as a basis for subsequent program development. Study abroad, foreign student recruitment, curriculum development, and co-curricular activities all depend on faculty interest, initiative, and commitment.

The sum total of our efforts has resulted in a new level of awareness of the importance of an international perspective at ISU. Increasingly, we are seeing the development of independently-generated programs and activities with an international focus which is testimony to the success of our endeavors to internationalize. This type of activity should be a natural and frequent occurrence at any university with an international perspective, and we feel we are well on our way to attaining that goal.

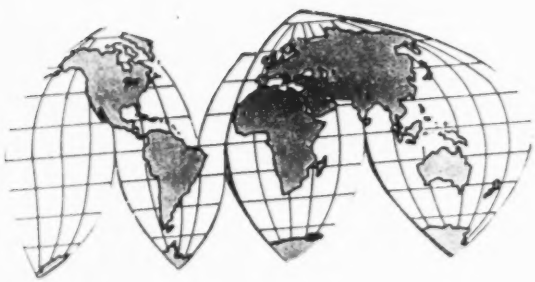
APPENDIX

DRAFT

Academic Planning Proposal

FY 85-89

International Studies



Submitted by

Dr. JoAnn McCarthy

Director

Office of International Studies & Programs

Illinois State University

April 23, 1984

Summary Statement

ACADEMIC PLANNING PRIORITY
INTERNATIONAL STUDIES

As we enter the middle 1980's, Illinois State University seems to be at a critical point in its evolution. In spite of a general decline in both resources and the traditional cohort group of potential students, ISU has continued to maintain enrollment by attracting good students and retaining a strong faculty. This success is largely attributable to our commitment to excellence at the undergraduate level. As we look toward the future, we can see clearly that certain trends must influence our academic planning process. Among these trends, we recognize the ever increasing importance of internationalizing the curriculum. In order to maximize our resources to enhance the international dimension of ISU, I would offer the following proposals:

1. All students at ISU will be aware of the variety of study abroad opportunities which could enhance virtually any undergraduate program. They will understand the benefits of study abroad and know how to finance it.

2. Sufficient funds for scholarships, loans, and grants will be available to assist qualified students to participate in a program suited to their needs. (Sufficient funds will be available to enable 20 percent of ISU's enrollment to participate in some program during their four years at ISU--approximately 316 students per term--Fall, Spring, Summer.)

3. There will be a sufficient variety of study abroad options available to students that, regardless of major field, a student could participate in a program without sacrificing progress toward attaining a bachelor's degree. (Enough programs must exist to attract and ACCOMMODATE a 20 percent participation level.)

4. All ISU faculty will be aware of opportunities to teach, consult, or engage in research abroad. Those who are able to participate will be assisted by the International Studies Office in locating an appropriate position or experience abroad.

5. An articulated system of cooperation between ISU and selected community colleges will allow community college students to participate in ISU study abroad programs.

6. The population of foreign students enrolled at ISU should increase to 500 or 2.5 percent of the total enrollment. (This increase would elevate ISU to the national norm of foreign student enrollments.)

7. All parents of ISU students will be aware of foreign study opportunities available at ISU, understand the benefits of such programs, and know how their children's participation can be financed.

8. All public relations materials disseminated by the University will emphasize the international aspects of the faculty, curriculum and student body.

9. The reward structures affecting faculty and staff will reflect a deep commitment to international studies.

10. The undergraduate curriculum will demonstrate a strong international thrust in all areas. Even with the proposed growth of foreign study participation, 80 percent of the student body will not be affected by these programs unless a strong effort is made to infuse international perspectives into the general curriculum. Faculty with international experience, increased numbers of students returning from foreign study programs and more foreign students on campus will help bring this dimension to the classroom. This will also be accomplished through the designing of new courses, colloquia, and seminars. (See faculty incentives in Goal Nine.)

11. Appreciation of the value of International Studies Programs should extend to the professional-administrative staff and civil service staff.

12. The Office of International Studies and Programs should evolve into a College of International Studies with its own Dean and staff. Faculty would be bought out in the same manner as in the College of Continuing Education. The new college would serve as the administrative unit responsible for the overall planning, development, and supervision of activities specified in the preceding objectives.

It is my view that the administration can prod, encourage, and threaten, but ultimately change must be brought about by faculty participation and active leadership. The administration has already signaled its support for internationalizing the curriculum by listing it as one of the five priorities identified for the academic planning process. I believe there is solid evidence of faculty support in every college in the University, and the Office of International Studies and its Advisory Council will offer strong leadership in this endeavor. I see in this coalition a rare opportunity for significant accomplishment in the years ahead. If Illinois State University is to maintain its position as a strong and vital institution, and if its graduates are to exercise leadership well into the twenty-first century, we must develop the international dimension to the fullest extent possible.

Goals and Objectives

INTERNATIONALIZING THE CURRICULUM AT ISU

In defining the concept of an "internationalized" curriculum, I would cite George Banham and the Task Force on Education and the World View. The essential ingredients include:

- A fundamental understanding of the key elements of global and national interdependence, as taught through the major fields in humanities, the social sciences, the pure sciences, the applied sciences, and the professional disciplines. This understanding should equip college students to analyze and respond intelligently to domestic and international developments. Such competence should be evidenced by a student's independent analysis of the most important strands of the new global circumstances and comprehension of the United States' increased interdependence with other nations for its survival and economic growth.

  A student must be somewhat at home in the larger world--equipped with the basic competencies to understand its complexities (and these competencies should include fact as well as opinion, data as well as the ability to distinguish between what is known and what is merely surmised). At the same time a student must learn how the disciplines can contribute to this understanding--how they interlock, supplement, and sometimes even distort. This interrelationship of the disciplines is something frequently neglected in the undergraduate curriculum.

- A deeper knowledge and understanding of another culture, as seen through its history, language, literature, philosophy, economics, and politics. Student perceptions of another culture will substantially enhance the ability to understand the United States' needs and changing world position, and enable intelligent consideration of highly complex developments on the world scene. Sensitivity of other cultures; increased capacity to analyze issues, having learned other viewpoints; and enhanced tolerance of differences contribute to a citizenry better able to cope in the twenty-first century and to approach conflict resolution.

- General competence in a second language as a basis for the fuller comprehension of other cultures and of one's own in the global context. Language skills are becoming increasingly essential for communication in a wide range of contexts. Students' access to effective language instruction is therefore necessary to the college experience in the 1980s and beyond.

  As Bonham points out, "the third is a skill--an ability to handle a total system of linguistic communication other than one's own." The second is dependent on the third, since it is only through language that one gains full access to another culture. But ultimately, the other two must rely on the first, says Bonham.

GOALS TO BE OPERATIONAL BY 1990

GOAL ONE:

All students at ISU will be aware of the variety of study abroad

opportunities which could enhance virtually any undergraduate program. They will understand the benefits of study abroad and know how to finance it.

Objectives

1. General pamphlets and posters printed and disseminated.
2. Summer letter to students with 2.5 GPA.
3. Designation of departmental liaison faculty for dissemination of information.
4. Parent pamphlet printed and distributed at Preview.
5. Vidette advertising, feature articles.
6. Videotape of foreign study centers and participant interviews.
7. WGLT public service announcements, WBLN, ISU Report, Pantagraph, etc.
8. International Studies newsletter published in September and February.
9. Preview slide-tape presentation.
10. Residence hall programming.
11. More prominence in University catalog.
12. Work with academic and departmental advisors to promote study abroad programs.
13. ISU News to parents.
14. Schedule and publicize information meetings with former participants.

GOAL TWO:

Sufficient funds for scholarships, loans, and grants will be available to assist qualified students to participate in a program suited to their needs. (Sufficient funds will be available to enable 20 percent of ISU's enrollment to participate in some program during their four years at ISU--approximately 316 students per term--Fall, Spring, Summer).

1. Work with Financial Aids Office to work out problems with fall and pre-session awards with priority given to fall applicants.
2. Devise summer and presession academic credit structure to maximize financial aid availability.
3. Work with University Foundation to raise funds for international studies scholarships. Persuade Dr. Robert Bone to be honorary chairman of a special fund drive.
4. All new programs should be designed as reciprocal exchanges or as short term courses wherever feasible to minimize costs.
5. Paid internships and cooperative arrangements should be fostered as low cost programs.
6. Alumni of foreign study programs should be approached for funds. (International Fair, international Sunday dinners, etc.) sponsored by International Studies should go to a special scholarship fund.
7. International businesses and organizations in the state and community should be solicited for contributions to funds for scholarships.

GOAL THREE:

There will be a sufficient variety of study abroad options available to students that, regardless of major field, a student could participate in a program without sacrificing progress toward attaining a bachelor's degree. (Enough programs must exist to attract and ACCOMMODATE a 20 percent participation level.)

Objectives

1. Create additional semester programs for majors with special needs (reciprocal exchanges where feasible).
   A. Fine Arts (Florence)
   B. Math, Sciences, Technology (Stirling)
   C. Education (Sweden)
   D. Business (Japan)
2. Create semester programs in geographical areas as YET unavailable to ISU students.
   A. Mexico, Puerto Rico, or Latin America (possibly Costa Rica or Venezuela)
   B. Africa
3. Develop special interests, occasional summer and presession programs for departments not presently offering programs.
   A. Nutrition and Health Care in Developing Nations (HPERD)
   B. Comparative Justice Systems (CJS)
   C. Fashion Merchandising (Home Economics)
   D. Interior Design (Home Economics)
   E. Mass Communications (Comm)
   F. Comparative Education (Educ)
   G. International Organizations (Political Science)
   H. Sport and Recreation (HPERD)
   I. Agricultural Development (Ag)
   J. European Military History (MSC)
   K. The NATO Alliance (MSC)
   L. Computer Technology in Japan (ACS)
   M. Ecological Impact Studies (Bio)
   N. Intensive Language schools in Egypt, China, Japan, USSR.
   O. Film and Theatre (Italy, India, Australia) (Fine Arts)
   P. Arts (Caribbean, African, Latin American, Asian) (Fine Arts)
   Q. Comparative Literature (Eng/Foreign Languages)
   R. Selected World Cultures (Anth)
   S. Archeological Expeditions (Anth)
   T. Housing (Home Economics)
   U. World Population and Migration (SASW)
   V. Minorities (SASW)
4. Develop programs for specific non-tradtional and in-service participants.
   A. Elderhostel
   B. Public school teachers and administrators
   C. Local agribusiness clientele
5. Programs in #3 could also be offered as mini courses in:
   A. Nine week blocks
   B. Spring Break
   C. Semester Break
   D. Presession

GOAL FOUR:

All ISU faculty will be aware of opportunities to teach, consult, or engage in research abroad. Those who are able to participate will be assisted by the International Studies Office in locating an appropriate position or experience abroad.

Objectives

1. The I-Studies Newsletter, the University Report, and Vidette will alert faculty to opportunities such as Fulbright competitions, fellowships, bipartisan exchange openings, and professional internships of an international nature.
2. Interested faculty may consult the International Studies Library of materials on locating and participating in foreign teaching/research programs.
3. International Studies will assist faculty in application to the Register for International Service in Education, and international matching service for faculty exchanges.
4. International Studies will continue to encourage and develop departmental faculty exchanges between ISU and institutions abroad.
5. Faculty experienced in international fellowships, exchanges, research, etc. will be asked to provide informal information meetings each year for those faculty who wish to participate for the first time. (Allerton--by invitation only.)

GOAL FIVE:

An articulated system of cooperation between ISU and selected community colleges will allow community college students to participate in ISU study abroad programs.

1. Contact Illinois community colleges for permission to recruit sophomores as participants for ISU junior year or summer abroad programs.
2. Work closely with Art Adams to develop and disseminate appropriate materials to community college deans and departments.
3. Work out agreements with community colleges to allow AA degree students to take foreign study programs as sophomores. Community colleges would get the credit hour generation and ISU would get the commitment to enroll for the BA degree.

GOAL SIX:

The population of foreign students enrolled at ISU should increase to 500 or 2.5 percent of the total enrollment. (This increase would elevate ISU to the national norm of foreign student enrollments.)

1. Since the foreign student body plays an important role in internationaliing undergraduate and graduate education at ISU, the University should:
   A. Continue to attract more qualified foreign students.
   B. Provide a positive educational and living experience to foreign students.
   C. Provide opportunities and assistance to foreign students to offer intercultural programs and activities to the general student body and the academic community.
2. Develop innovative recruiting and public relations procedures to attract qualified foreign students to ISU. Printed materials, displays, video tapes, postage, etc.
3. Improve the housing services provided for foreign students by opening Walker Hall a week before registration in August to allow for orientation,

testing, and academic advisement. The hall should also be open during Thanksgiving, Christmas, and spring vacation. The closing of Walker Hall during these vacation periods is probably the most negative experience foreign students have had here. Some of them have even said that they would not recommend ISU to prospective students in their countries because of this inhospitable practice.

4. Provide tuition waivers to qualified foreign students. To continue to attract good foreign students whose presence at ISU is invaluable to the international experience of the whole student body, some financial aid in the form of tuition waivers should be reinstated.
5. Improve the academic advisement for undergraduate foreign students by providing them with advisers who understand their academic goals and needs. Appoint two foreign students as peer advisors.
6. Provide undergraduate and graduate foreign students with appropriate courses to help them develop the necessary English language and academic skills for successful coursework at ISU. DA's in English as teaching assistants.
7. Provide a full-time Program Coordinator at Walker Hall to help the foreign and domestic students in presenting international and intercultural programs and activities to the University and the community. Also, coordinate speakers' bureau and community outreach.
8. Enhance and develop the existing host family program and the new Foreign Student Families Group. Budget stipend for volunteer director.
9. Provide appropriate financial support for the recommended actions stated above.
10. Support services in housing, registration, admissions, academic advisement and other offices would need to be enhanced.
11. Foreign students will be surveyed to establish what problems they experience academically, socially, financially, and emotionally while at ISU. Results will help focus attention on resolving problems, and better help us prepare American students going abroad.
12. Provide faculty and staff with basic immigration regulations so they can give accurate advice.
13. Develop a foreign student handbook to help adjust to American life and explain University services.

GOAL SEVEN:

All parents of ISU students will be aware of foreign study opportunities available at ISU, understand the benefits of such programs, and know how their children's participation can be financed.

1. Summer letter to students with 2.5 GPA or better.
2. Letters to majors from Department Chairs.
3. Preview information (slide/tapes and brochures).
4. Parent Week-end open house.
5. Admissions office supplied with materials for high school college nights.
6. Collaborate with financial aids to prepare clear concise and complete information on financial aid for foreign study.

GOAL EIGHT:

All public relations materials disseminated by the University will

emphasize the international aspects of the faculty, curriculum and student body.

1. University logos, letterhead, general recruitment materials, catalogs, student handbooks, slogans, alumni and Foundations mailings should all reflect an international perspective.
2. WGLT programming and News and Publications should pay particular attention to items of an international nature connected with ISU.
3. The scope and mission statement of the University should contain clear and direct references to international aspects of ISU. State of the University addresses should also refer to these topics frequently in the text.
4. The prominence of the international theme should be apparent throughout University catalogs and informational brochures.
5. Undertake a "Bloomington-Normal and the World" project with Pantagraph/WJBC.
6. Join and participate in Central Illinois World Affairs Council.
7. Encourage booking international artists and performers at the Union.
8. Actively support the Great Decisions lecture series.
9. Seek international speakers for Stevenson Lectures and college-supported "weeks".
10. Set up Speakers' Bureaus for local and area organization programs (i.e., luncheon series for State Farm, IAA, etc.).
11. Expand host family program using local media, mall programs, local clubs, and organizations.
12. University should commission a range of appropriate official gifts to present to foreign officials. Gifts should be tasteful, representative of the institution (i.e., Madrigal Singers' records, stained glass seal, etc.).
13. University clippings of outstanding awards of faculty/staff programs to sell foreign students on the institution.
14. Community advisory council with representative from CAT, IAA, State Farm, Funks, Farm Bureau, State Department of Economic Development, IBHE, ISBE, etc.

GOAL NINE:

The reward structures affecting faculty and staff will reflect a deep commitment to international studies.

The process of internationalizing the curriculum, to be successful, must be the idea of the faculty. That is not to say that the administration of the University does not have a vital role to play in the internationalization of the curriculum. In a recent survey conducted by the College of Education over 20 percent of the faculty expressed interest and concern about the state of the curriculum in reference to the international aspects of our curriculum. This interest and concern needs to be focused and nurtured by the administration; individual faculty members need to be made aware that they are not alone in their concern, and as interest groups form, there will be a positive outcome for international education. We should not try to emulate the international program of another university; we should develop it from our own strengths and interests. Such a process takes longer, but the

rewards are greater. Specific administrative actions that can encourage faculty to move toward an international curriculum are as follows:

1. Not only should the University strive to increase the number of students abroad, an equal if not a stronger commitment should be made to faculty activity abroad. The reward structure of the University should reward work in international studies. One way to do this is to set aside $100,000 for competitive summer grants for enhancing and infusing the University Studies courses with an international perspective. The funds should be used for research, for travel, for testing and for funding the various competitive proposals. The criteria for funding should include:
   A. Projects that will have the largest impact on students involved in University Studies.
   B. Individuals that have a record of involvement in International Studies.
   C. Individuals that have the greatest propensity of impacting the curriculum in their specific departments.
2. A comprehensive survey of faculty and staff will be undertaken to determine the breadth and depth of resources we now have. Questions will cover international experience as a student, researcher, consultant, lecturer, or traveler. Fellowships, exchange participation, attendance at international conferences, contacts abroad or with international agencies, foreign language facility, are important data that will be collected.
3. Faculty Exchange Programs. Every effort should be made to encourage faculty members to begin their research for grants by first participating in a faculty exchange in their area of interest. The utilization of undergraduates and some graduates as research assistants on specific topics, again, will encourage faculty involvement in these various projects.
4. Consideration should be given to the establishment of the Distinguished Professor of International Studies Annual Award. Funds should be established so such designated professors could continue their documented research in this area. A grant of $5,000 for travel and support to the distinguished professor plus ten grants of $1,000 for Associates could go far in attracting professors to actively participate in the development of international education.
5. Summer contracts, particularly in the College of Arts and Sciences (because most University Studies courses are in the college) should include preference to those individuals that have demonstrated progress toward internationalizing the curriculum.
6. An additional recognition could be given to faculty members by designating them as International Scholars. As we now have a process of associates and full members of the Graduate School, we could develop criteria for Associate and Full International Scholars. I would suggest rigorous criteria for such status, including but not limited to:
   A. Demonstration of practice of internationalizing the curriculum in a particular discipline.
   B. Published research in the area of international education.
   C. International experience as a teacher, scholar, researcher, or public servant.
   D. Any such designation would be reviewed every four years for the maintenance of such a designation.

7. Employment practices of the University should also be geared to this emphasis. All advertisements for positions should state, "Preference is given to individuals with international experiences." Every attempt should be utilized, from University letterhead, to media presentations to emphasize the fact that we view ourselves as an international university in the sense that we are preparing students to live in the world of the future.
8. As more and more of our students are transferring to ISU with an AA degree from a community college, active recruitment for community college faculty to participate needs to occur. Articulation agreements need to be worked out so community college students can work the study abroad semester into the AA degree or as part of the ISU experience. If such a program was well managed, Illinois State would increase its prestige with the community colleges in the state. Careful attention would have to be given so the community college faculty would be treated as peers rather than as a convenience for the university.
9. As more and more faculty members go abroad to teach at various colleges and universities, active identification of native faculty members to come to ISU to teach for an academic year should be encouraged. Such identification would bring international academic scholars to campus on temporary contracts and reduce some of the discord about temporary contracts found at the University. We could use temporary contracts to the advantage of the University and for the students. Apartments in married student housing, faculty members on sabbatical, etc., could be used to reduce some of the expenses incurred by such faculty members coming to the United States.
10. There should be a growing expectation that faculty members of ISU that participate in our international exchanges should have some knowledge of the foreign language. Professors of foreign languages should be encouraged (release time) to develop self-paced instruction with the use of the language laboratory tutors for faculty members that wish to learn a foreign language. (The language lab is now available to faculty members, but that needs to be publicized.) Participation at a future date should become more and more dependent upon a faculty member's willingness to learn a foreign language. This will necessitate identifying specific professors far enough in advance that they will have time to learn the language.
11. One annualized FTE needs to be reserved by the appropriate office to buy faculty time for developing grants related to international studies. The FTE would be broken out to give faculty members time to write grants. Such seed money would be used to reduce hide time of faculty members in writing such grants. Application for reassigned time would be competitive and granted on the criteria that:
    A. The idea is consistent with the priorities of the University, and,
    B. There is a good chance that the grant will be funded.
12. There are many national and international conventions that could benefit University faculty members, but the conventions are not sufficiently related to a particular discipline to justify limited department funds. Travel funds need to be reserved in an appropriate office to fund such faculty participation in such conferences.

GOAL TEN:

The undergraduate curriculum will demonstrate a strong international thrust in all areas. Even with the proposed growth of foreign study participation, 80 percent of the student body will not be affected by these programs unless a strong effort is made to infuse international perspectives into the general curriculum. Faculty with international experience, increased numbers of students returning from foreign study programs and more foreign students on campus will help bring this dimension to the classroom. This will also be accomplished through the designing of new courses, colloquia, and seminars. (See faculty incentives in Goal Nine.)

1. The Director of International Studies should have sufficient discretionary FTE at his or her disposal to buy out faculty from various departments and colleges for purposes of offering special courses of an international nature.
2. A stringent criteria should be developed to designate certain courses in the University as International Studies courses. The courses would meet the definition of content with a world perspective and would be particularly recommended choices for students in meeting University Studies requirements, the College of Education multicultural/global education mandates, and the College of Business International Business major requirements. Guidelines for appropriate content should include, but not be limited to the following:
   A. Principles for Internationalizing the Curriculum
      (1.) Major objectives (source: UNESCO General Conference, 1974)
         a. An international dimension and a global perspective in education at all levels and in all its forms.
         b. Understanding and respect for all people, their cultures, civilizations, values and ways of life, including domestic ethnic cultures of other nations.
         c. Awareness of the increasing global interdependence between peoples and nations.
         d. Abilities to communicate with others.
         e. Awareness not only of rights but also the duties incumbent upon individuals, social groups and nations towards each other.
         f. Understanding of the necessity for international solidarity and cooperation.
         g. Readiness on the part of the individual to participate in solving the problems of his or her community, country, and world at large.
   B. Interdisciplinary Content
      (1.) Equality of rights of peoples, and the right of peoples to self-determination.
      (2.) The maintenance of peace; different types of war and their causes and effects; disarmament; the inadmissability of using science and technology for warlike purposes and their use for the purposes of peace and progress; the nature and effect of economic, cultural and political relations between countries and the importance of international law for these relations, particularly for the maintenance of peace.

(3.) Action to ensure the exercise and observance of human rights, including those of refugees; racialism and its eradication; the fight against discrimation in its various forms.
(4.) Economic growth and social development and their relation to social justice; colonialism and decolonization; ways and means of assisting developing countries; the struggle against illiteracy; the campaign against disease and famine; the fight for a better quality of life and the highest attainable standard of health; population growth and related questions.
(5.) The use, management and conservation of natural resources; pollution of the environment.
(6.) Preservation of the cultural heritage of mankind.
(7.) The role and methods of action of the United Nations system in efforts to solve such problems and furthering its action.

3. Departments will be asked to undertake an internal curriculum review of their courses, program requirements, and how the University Studies options fit into the total educational program. They will identify courses with a strong international emphasis (and may petition for International Studies status). They will also search for deficiencies (i.e., a history department with no African courses or specialists), and set forth remedial action plans.
4. The Advisory Council for International Studies Sub-committee on Curriculum will determine the criteria for a course to have International Studies status. They will consider courses for inclusion and give their recommendation to the Director of International Studies.
5. The Advisory Council will consider the question of which foreign languages need to be part of the curriculum and suggest the means to make necessary additions and/or modifications.

GOAL ELEVEN:

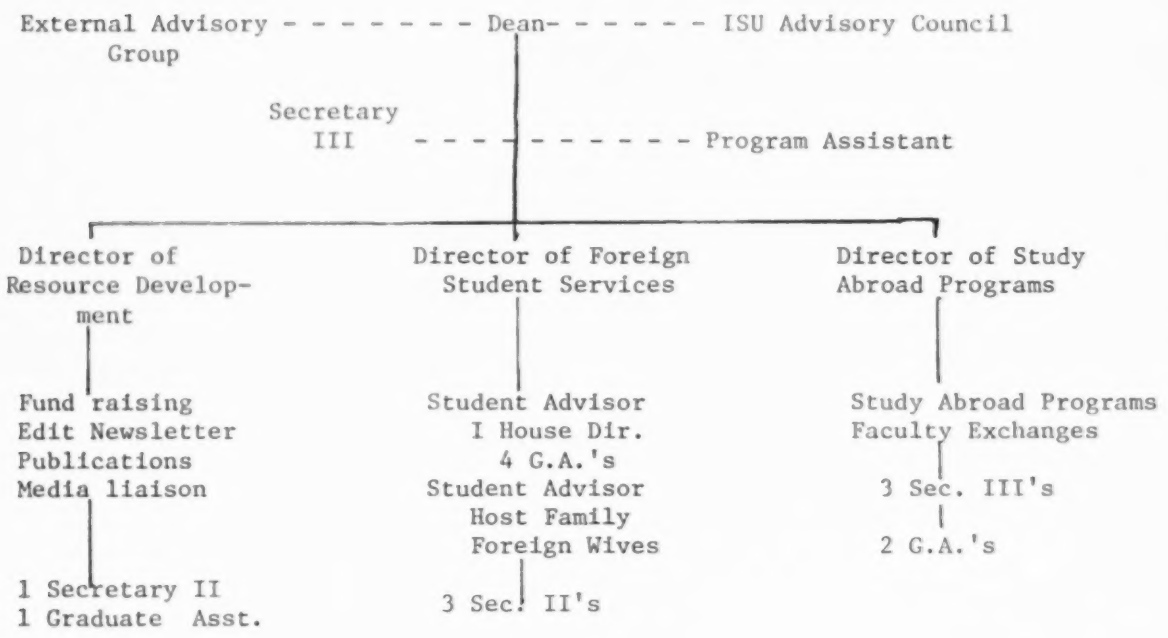
Appreciation of the value of International Studies Programs should extend to the professional-administrative staff and civil service staff.

1. Civil Service and Administrative Professional personnel in direct contact with foreign students or foreign study programs should be encouraged to participate in specially designed programs to acquaint them with cultural differences and commonalities.
2. Presession group tours of ISU study centers abroad should be available for key personnel without loss of vacation time.
3. Subsidized interest loans could be made available through the credit union and tax deductions could make this financially feasible for the individual.

GOAL TWELVE:

The Office of International Studies and Programs should evolve into a College of International Studies with its own Dean and staff. Faculty would be bought out in the same manner as in the College of Continuing Education. The new college would serve as the administrative unit responsible for the overall planning, development, and supervision of activities specified in the preceding objectives.

By 1990, the following organization should be in place:



SCHEDULE OF IMPLEMENTATION

AND

BUDGET

1984-85 GOAL	ACTIVITY	ESTIMATED COST
1.1	General pamphlets and posters printed and disseminated.	$6,500
9.2	A comprehensive survey of faculty and staff will be undertaken.	500
6.11	Foreign students will be surveyed to establish what problems they experience academically, socially, financially, and emotionally while at ISU.	500
1.5	Vidette advertising, feature articles.	700
1.4	Parent pamphlet printed and distributed at Preview.	
2.1	Work with Financial Aids Office to work out problems with fall and presession awards with priority given to fall applicants.	1,000
2.2	Devise summer and presession academic credit structure to maximize financial aid availability.	
3.1	Create additional semester programs for majors with special needs (reciprocal exchanges where feasible). A. Fine Arts (Florence) B. Math, Sciences, Technology (Stirling)	
2.4	All new programs should be designed as reciprocal exchanges or as short term courses wherever feasible to minimize costs.	
4.4	International Studies will continue to encourage and develop departmental faculty exchanges between ISU and institutions abroad.	
3.3	Develop special interest, occasional summer and presession programs for departments not presently offering programs.	
6.3	Improve the housing services provided for foreign students by opening Walker Hall a week before registration in August to allow for orientation, testing, and academic advisement.	
7.4	Parent Week-end open house.	25
1.2	Summer letter to students with 2.5 GPA	
1.9	Preview slide-tape presentation.	25
9.11	One annualized FTE needs to be reserved by the appropriate office to buy faculty time for developing grants related to international studies.	30,000
9.12	Travel funds need to be reserved in an appropriate office to fund such faculty participation in international conferences.	2,500

1984-85	ACTIVITY	ESTIMATED COST
6.8	Enhance and develop the existing host family program and the new Foreign Student Families Group. Budget stipend for volunteer director and miscellaneous supplies.	$1,500
8.3	The scope and mission statement of the University should contain clear and direct references to international aspects of ISU. State of University addresses should also refer to the international dimension.	
8.6	Join and participate in Central Illinois World Affairs Council.	150
1.10	Residence hall programming. Use returnees to recruit.	

STAFF REQUIREMENTS

1.	The position of Director of International Studies should be reinstated as a full time administrative appointment and funded no lower than the median monthly salary of an associate professor.	$35,544
2.	The Office of International Studies should be assigned two doctoral level graduate assistants to help conduct surveys and interpret results. The GA's will also revise materials and write promotional material.	10,080
3.	One additional Secretary II to handle new semester and summer programs and the National Student Exchange.	8,327
4.	Travel funds for NAFSA annual meeting	$2,500
	Regional NAFSA	500
	In-state Travel	200
	Discretionary Travel Grants for Faculty	2,000
5.	Foreign Study Program Development travel funds (Stirling and Florence)	1,500
6.	New staff quarters will be necessary. We prefer to stay where we are and could do so if we could convert classroom space behind our offices. We will also need to add one electronic typewriter.	900

1985-86 Goal	ACTIVITY	ESTIMATED COST
3.1	Create Semester Programs (reciprocal exchange). A. Education (Sweden) B. Business (Japan)	
1.8	International Studies newsletter published in September and February.	
4.1	I-Studies Newsletter, the University Report, and Vidette will alert faculty to opportunities such as Fulbright competitions, fellowships, bipartisan exchange openings, and professional internships of an international nature.	
6.13	Develop a foreign student handbook to help adjust to American life and explain university services.	
2.5	Paid internships and cooperative arrangements should be fostered as low cost programs.	
10.2	A stringent criteria should be developed to designate certain courses in the University as International Studies courses.	
10.4	The Advisory Council for International Studies (Sub-committee on Curriculum) will determine the criteria for a course to have International Studies status. They will consider courses for inclusion and give their recommendation to the Director of International Studies.	
4.2	Interested faculty may consult the International Studies library of materials on locating and participating in foreign teaching/research programs.	
3.5	Programs in #3.1 could also be offered as mini courses in: A. Nine week blocks B. Spring Break C. Semester Break D. Presession	
6.4	Provide tuition waivers to qualified foreign students.	
7.2	Letter to majors from Department Chairs.	
1.14	Schedule and publicize information meetings with former participants.	
7.6	Collaborate with Financial Aids to prepare clear concise and complete information for foreign study.	
7.5	Admissions Office supplied with materials for high school college nights.	

1985-86	ACTIVITY	ESTIMATED COST
8.12	University should commission a range of appropriate official gifts to present to foreign officials.	
1.12	Work with academic and departmental advisors to promote study abroad programs.	
9.10	There should be a growing expectation that faculty members of ISU that participate in our international exchanges should have some knowledge of the foreign language. Foreign lang. classes.	
8.5	Undertake a "Bloomington-Normal and the World" Project with Pantagraph/WJBC.	
8.2	WGLT programming and News and Publications should pay particular attention to items of an international nature connected with ISU.	
1.7	WGLT public service announcements, WBLN, ISU Report, Pantagraph, etc.	
2.3	Work with University Foundation to raise funds for international studies scholarships. Persuade Dr. Robert Bone to be honorary chairman of a special fund drive.	
2.6	Alumni of foreign study programs should be solicited for funds.	
4.5	Faculty experienced in international fellowships, exchanges, research, etc., will be asked to provide informal information meetings each year for those faculty who wish to participate for the first time.	

STAFF REQUIREMENTS

1. Coordinator of Resource Development on staff to edit newsletter and begin fund-raising.
2. Travel funds for program development in Japan and Sweden.
3. Two Secretary II's (for Development Coordinator and new foreign study programs).

1986-87	ACTIVITY	ESTIMATED COST
Goal 10.3	Departments will be asked to undertake an internal curriculum review of their courses, program requirements, and how the University Studies options fit into the total educational program. They will identify courses with a strong international emphasis (and may petition for International Studies status). Identify weaknesses and propose solutions.	
10.5	The Advisory Council will consider the question of which foreign languages need to be part of the curriculum and suggest the means to make necessary additions and/or modifications.	
5.3	Work out agreements with community colleges to allow AA degree students to take foreign study programs as sophomores. Community colleges would get the credit hour generation and ISU would get the commitment to enroll for the BA degree.	
1.11	More prominence of I-Studies in University catalog.	
8.1	University logos, letterhead, general recruitment materials, catalogs, student handbooks, slogans, alumni and Foundations mailings should all reflect an international perspective.	
8.11	Expand host family program using local media, mall programs, local clubs, and organizations.	
6.7	Provide a full-time Program Coordinator at Walker Hall to help the foreign and domestic students in presenting international and intercultural programs and activities to the University and the community. Also coordinate speakers' bureau and community outreach.	
8.9	Seek international speakers for Stevenson Lectures and college supported "weeks".	
8.10	Set up Speakers' Bureaus for local and area organization programs (i.e., luncheon series for State Farm, IAA, etc.).	
8.8	Actively support the Great Decisions lecture series.	
5.1	Contact Illinois community colleges for permission to recruit sophomores as participants for ISU junior year or summer programs abroad.	
5.2	Work closely with Art Adams to develop and disseminate appropriate materials to community college deans and departments.	

1986-87	ACTIVITY	ESTIMATED COST
8.14	Establish community advisory council with representatives from CAT, IAA, State Farm, Funks, Farm Bureau, State Department of Economic Development, IBHE, ISBE, etc.	
2.8	International businesses and organizations in the state and community should be solicited for contributions to funds for scholarships.	
9.6	An additional recognition could be given to faculty members by designating them as International Scholars.	
9.9	Active identification of foreign faculty members to come to ISU to teach for an academic year should be encouraged. Such identification would bring international academic scholars to campus on temporary contracts and reduce some of the discord about temporary contracts found at the University. We could use temporary contracts to the advantage of the university and for the students. Apartments in married student housing, faculty members on sabbatical, etc., could be used to reduce some of the expenses incurred by such faculty members coming to the United States.	
9.5	Summer contracts, particularly in the College of Arts and Sciences (because most University Studies courses are in that college) should include preference to those individuals that have demonstrated progress toward internationalizing the curriculum.	
6.2	Develop innovative recruiting and public relations procedures to attract qualified foreign students to ISU. Printed materials, displays, video tapes, postage, etc.	
6.6	Provide undergraduate and graduate foreign students with appropriate courses to help them develop the necessary English language and academic skills for successful course-work at ISU. DA's in English as teaching assistants.	
4.3	International Studies will assist faculty in application to the Register for International Service in Education, an international matching service for faculty exchanges.	

STAFF REQUIREMENTS

1. Add study abroad coordinator (should have approximately 8 semester programs and 15 summer programs by now).
2. Third graduate assistant to assist Development Coordinator.
3. Second Foreign Student Advisor hired.
4. Secretary II for new Foreign Student Advisor.

1987-88 GOAL	ACTIVITY	ESTIMATED COST
10.1	The Director of International Studies should have sufficient discretionary FTE at his or her disposal to buy out faculty from various departments and colleges for purposes of offering special courses of an international nature.	
9.1	The reward structure of the University should reward work in international studies. Set aside $100,000 for competitive summer grants for enhancing and infusing the University Studies courses with an international perspective.	
3.2	Create semester programs in geographical areas as yet unavailable to ISU students. A. Mexico, Puerto Rico, or Latin America (Costa Rica or Venezuela). B. Africa	
9.4	Consideration should be given to the establishment of an annual award for Distinguished Professor of International Studies.	
6.5	Improve the academic advisement for undergraduate foreign students by providing them with advisers who understand their academic goals and needs. Provide workshop.	
6.12	Provide faculty and staff with basic immigration regulations so they can give accurate advice. Pamphlet.	
1.3	Designation of departmental liaison faculty for dissemination of information.	
8.4	The prominance of the international theme should be apparent throughout university catalogs and informational brochures.	
8.13	University clippings of outstanding awards of faculty/staff/ programs should be maintained to sell ISU to foreign students.	
9.7	Employment practices of the University should also be geared to an international emphasis. All advertisements should state, "Preference is given to candidates with international experiences."	
8.7	Encourage booking international artists and performers at the union and auditorium.	

STAFF REQUIREMENTS

1. Add Secretary III for Study Abroad Programs.
2. Travel funds for new site development in Africa and So. America.
3. Add Secretary III for Director of International Studies.

1988-89	ACTIVITY	Estimated COST
GOAL 3.4	Develop programs for specific non-traditional and in-service participants. A. Elderhostel B. Public school teachers C. Local agribusiness clientele	
6.10	Support services in housing, registration, admissions, academic advisement, counseling center, and other offices would need to be enhanced with more foreign students enrolling at ISU	
1.6	Videotape of foreign study centers and participant interviews for orientation and recruitment.	
11. 1	Civil Service and Administrative Professional personnel in direct contact with foreign students or foreign study programs should be encouraged to participate in specially designed programs to acquaint them with cultural differences and commonalities.	
11.2	Presession group tours of ISU study centers abroad should be available for key personnel without loss of vacation time.	
11.3	Subsidized interest loans could be made available through the credit union and tax deductions could make this financially feasible for the individuals who wish to participate.	

STAFFING NEEDS

Director of Foreign Student Services appointed.

Coordinators of Foreign Student Services and Resource Development will become Directors.

Dean of International Studies appointed.

Additional staff may be required in Housing, Academic Advisement, Admissions, Registration, Counseling Center, etc.